



## Chapter 1 Leader's Lens

### Intentional Instruction and Intentional Literacy Environment

Consider the following supervision supports and classroom connections as you lead or guide teachers in implementing intentional instruction and a literacy-rich classroom environment.

Supervision Supports	
<b>Practical Research</b>	<ul style="list-style-type: none"> <li>Do teachers understand the premise behind the science of reading? Can they interpret classroom research specific to elements of literacy and the five essential pillars of reading?</li> <li>Do teachers understand the <i>why</i> behind a literacy-rich environment aligned to support intentional instruction through the science of reading?</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Is there professional development needed to fill in the gaps specific to the science of reading?</li> <li>Have a staff discussion regarding intentional instruction and structured literacy.</li> <li>How would you support collaborative teams as teachers implement structured literacy specific to the five pillars?</li> <li>What is essential professional development specific to the importance and design of literacy-rich environments?</li> </ul>
<b>Feedback and Expectations</b>	<ul style="list-style-type: none"> <li>Are you specific with expectations of what classrooms should include to support literacy instruction aligned to the science of reading research?</li> <li>Does your feedback support instructional aspects of a literacy-rich environment in ways that advance student learning?</li> </ul>
<b>Financial Focus</b>	<ul style="list-style-type: none"> <li>Is there money budgeted to provide high-quality literature for classrooms (including decodable texts and high-interest and engaging texts)?</li> <li>Is there money budgeted to support literacy-rich environment materials and items such as sound walls, bean bags, or rugs?</li> </ul>
Classroom Connections (Look-Fors)	
<b>Oral Language</b>	<ul style="list-style-type: none"> <li>Notice the type and frequency of oral language opportunities for students.</li> <li>Notice if there are regular opportunities such as turn and talks to practice language, conversation, and deepen content knowledge.</li> </ul>
<b>Literacy-Rich Environment</b>	<ul style="list-style-type: none"> <li>Notice the print around the classroom to determine whether it is purposeful or more decorative in nature.</li> </ul>
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>Notice whether lessons include a clear literacy focus.</li> <li>Notice whether learning targets are posted and referenced.</li> <li>Notice whether learning targets are written in student-friendly language.</li> </ul>
<b>Anchor Charts</b>	<ul style="list-style-type: none"> <li>Notice the evidence of co-created charts to anchor learning.</li> <li>Notice if anchor charts are referenced during instruction.</li> </ul>
<b>Word Walls and Sound Walls</b>	<ul style="list-style-type: none"> <li>Notice evidence via word walls or sound walls that language development and word learning are a priority.</li> </ul>
<b>Classroom Libraries</b>	<p>Is there a designated classroom library?</p> <ul style="list-style-type: none"> <li>If yes:           <ul style="list-style-type: none"> <li>Notice the organization and quality of books and materials to support student access.</li> <li>Notice whether there are a variety of genres represented and the amount of multicultural and diverse books.</li> <li>Notice the amount and percentages of fiction, nonfiction, and informational text.</li> </ul> </li> <li>If no:           <ul style="list-style-type: none"> <li>Support teachers in developing an understanding of the need for a classroom library and extend resources.</li> <li>Help teachers brainstorm where to begin.</li> </ul> </li> </ul>